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ABSTRACT

The Commission on Master Teachers shares the results of its study and deliberations on career ladders in teaching by examining assumptions, recalling facts about educational change, and posing critical questions in regard to the purpose, design, process, and support needed to establish a school district career ladder staffing arrangement. Proposed career ladder plans are briefly reviewed, and, for illustrative purposes only, a four-stage career ladder for teachers is presented. The model includes these stages: teacher, associate teacher, senior teacher, and master teacher; and it specifies that the criteria and procedures for promotion be clearly stated and objectively measurable. A salary index rewards teachers as they advance from one step to the next. Other parts of the reward system are aspects of the job, the working environment, status, recognition, job responsibilities, and professional growth possibilities. A bibliography with nine citations is appended. (MLF)

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Developing Career Ladders in Teaching

EA 017 462

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Developing Career Ladders in Teaching

Association of Teacher Educators
Reston, Virginia

Association of Teacher Educators
1900 Association Drive
Reston, Virginia 22091

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Foreword

The Association of Teacher Educators (ATE) is pleased to release this report on an issue vital to the teaching profession. The document, prepared by ATE's Commission on Master Teachers, represents the best thinking of members of the profession engaged in a wide variety of roles. It was developed through research, analysis, and the pooling of collective experience, and was refined on the basis of criticism and advice offered in two public hearings.

The first part of the report will probably be of value in almost any setting because it raises questions, the answers to which must be determined by local and state decision makers. The next section describes a model, an illustration. It will not apply to every setting, and we do not intend that it should. All situations are not alike; thus, the best arrangements and approaches for teaching learners cannot be alike. Different kinds of teachers and schools are necessary to accommodate the variety of learners and settings.

The report is not a magic formula for the recruitment and the retention of outstanding teachers. It does identify the issues that must be addressed, and it does provide a basic design for those who want to encourage the brightest and the best of this nation's talent to find careers and satisfaction in teaching.

Peggy Gordon Elliott
President, Association of
Teacher Educators

Introduction

All across the country, in local school districts and at the state level, people are rethinking the ways in which teachers are evaluated and rewarded. School board members and legislators recognize that better ways are needed to attract and keep good teachers. As a result, traditional incentives and rewards are being reexamined. Some recommendations are simplistic, others are complex. A common occurrence is for proposals to be simple at first—for example, pay the better teachers more money. But as the ramifications of a new system are explored, it becomes clear that more than salary is involved.

Trying to find different ways to reward teachers is not new. For years there has been talk about more effective systems. Efforts have been made to move away from a single salary schedule and to establish a promotion system *within* teaching. Most recently a spate of recommendations from a number of well-publicized national reports has advocated (again) career ladders for teachers. The idea is to provide upward mobility in teaching in a series of steps, each requiring a greater degree of competence and responsibility. Different levels, each with a different salary and prestige, would be established. Other features might also be included. At a minimum there would be greater rewards for the more proficient teachers. In some places, schemes have included more difficult assignments, greater responsibility, more authority, a wider range of privileges, etc.

New plans for reward systems and staffing patterns that foster improvement in teacher competence and performance should be encouraged. *No single plan to provide appropriate incentives and rewards is advocated in this monograph.* Rather, the monograph sets forth some assumptions underlying a career ladder in teaching, calls attention to some facts about educational change, and poses a set of questions that should be answered whenever a school district or a state begins to design career ladders. It also describes a model that provides one set of answers to many of the questions, and calls attention to other career ladder plans being implemented in a number of states and school districts.

What to Consider When Developing a Career Ladder

There are convictions about the factors that should be considered when new plans are contemplated, and those convictions are reflected in this publication. They are derived from situations in which different reward and staffing plans have been tried and from the best thinking of school and college personnel. In passing along what can be learned from the experience and the thinking of others, the Association of Teacher Educators *recognizes that a single career ladder model will not be appropriate for all situations.* Illustrations and models can stimulate thought and action on better ways to reward teachers through new staffing patterns, and a collection of questions can provide guidance to educators and citizens who must develop their own plans. Inherent in any model are assumptions, questions, and positions. However, a jurisdiction is best served when it makes its own assumptions, raises its own questions, and takes its own positions in terms of its particular circumstances.

The questions that follow are preceded by the kinds of assumptions a jurisdiction might consider and a discussion of issues that will influence the position taken in establishing career ladders. No effort is made to lead to a particular model of a career ladder.

Assumptions Underlying the Concept

On what major assumptions might the concept of a career ladder be based? Following are some possibilities:

1. A career ladder contributes to the improvement of the teaching/learning process.

2. Rewarding outstanding teachers improves schools and teacher morale.

3. Identifying levels of competence in teaching enables a school to make the most effective use of its staff.

4. A career ladder results in better use of teacher talents and abilities.

5. Broader opportunities within teaching make careers in education more attractive to bright college students.

6. A career ladder provides the time and the structure for the most competent teachers to engage in curriculum development.

7. A career ladder unifies and strengthens the structure and the organization of a school.

8. A career ladder provides incentives throughout a teaching career.

9. Promotion within the ranks of teaching results in a stronger commitment on the part of teachers and greater retention of competent teachers.

10. Differing responsibilities and corresponding salary categories in teaching provide both challenges and incentives for teachers.

11. Differentiating teaching roles enables teachers to better understand various levels and types of professional expertise.

12. A career ladder encourages a better pattern of initial teacher preparation, improves the induction into teaching, and gives focus to on-the-job staff development.

13. A career ladder sharpens the role of teacher education institutions in initial preparation and continuing professional development.

14. The evaluation of teaching required to operate a career ladder plan improves certification and licensing systems and tenure arrangements for teachers.

The Process of Change

What should people involved in developing a career ladder know about the process of educational change?

1. It is difficult to make major changes in one stroke. Traditions

and attitudes have deep roots. How fast they can be modified depends on the readiness, the experience, and the understanding of the people involved. Ascertaining the degree of readiness in a situation should be an almost continuous activity. It will give important cues about the speed at which progress can be made.

2. It is important to involve the different groups of stakeholders (parents, board members, teachers, administrators, students) in decision-making processes at various stages in appropriate ways. If stakeholders are involved, there is a better chance that important characteristics best seen from the vantage points of particular groups will be included. In addition, plans developed with the people to be affected by them are more apt to be accepted and supported.

3. A jurisdiction should not expect a change to remedy all of the problems of teaching and learning. Initially it may create more problems than it solves. Although other aspects of the school operation will be affected, one or two changes will not be panaceas.

4. In schooling as in ecology, a change in one element of the system affects most of the others. If teachers acquire more status and prestige, more privilege and authority, their job descriptions and performance may be altered, or teacher morale and school climate may be affected. The consequences of change may be unexpected. For example, if time is used differently, the requirements of leadership may be altered, or additional resources and materials may be needed.

5. The critical balance between change and stability must always be kept in mind. A school (or a school district) cannot tolerate too many elements in flux at one time. Attempting to address a number of purposes may weaken the results for any one. On the other hand, a narrow plan may not be worth the effort required.

6. A change in staffing patterns and reward systems designed to better recognize the importance and the potential of teachers will most certainly require altering the degree of authority some teachers are assigned. Increased authority and compensation for teachers who are given greater professional responsibility are imperative. If a plan does not

include more professional autonomy for at least some teachers, it probably will not do much to improve teaching and learning.

7. Altering the system of schooling will change the role of school principals and their relationships with teachers. Recognizing this may be a critical factor in the success of any innovation.

8. In view of these issues, it is clear that any plan for giving teachers more recognition and attention will need to be continuously evolving. Introducing a new staffing pattern or reward system is not a one-time action. There is enough evidence to expect that a particular plan for change cannot be devised and installed without some defects. And, in a society that is always exploring new frontiers, no plan can be carved in stone, for it may soon become obsolete.

Purposes

Why is a career ladder being established?

1. To improve student learning?
2. To improve a school's program?
3. To provide incentives for teachers to improve their performance?
4. To retain the most capable people in teaching?
5. To reward outstanding teachers?
6. To ensure minimum standards of teacher performance?
7. To establish a screening system in teaching?
8. To attract able people into teaching?
9. To establish more effective staffing patterns?
10. To capitalize on the special talents of teachers?
11. To establish career options in teaching?

Design

What will the career ladder look like?

1. To what extent will the structure of a teaching staff be guided by the mission or purpose of schooling?

2. How will teaching tasks, career steps, and school mission be relate ?

3. How many steps will there be in a career ladder? That is, how many ranks of teacher will there be?

4. Will teaching roles be differentiated horizontally as well as vertically?

5. From what source will (or should) the notion of career ladders emanate? The state education agency? The local education agency? The school?

6. Will each step be described? Titled or named? By whom?

7. Will different levels of teacher competence be delineated?

8. Will advancement on a career ladder require more training? Demand higher levels of competence? Carry increased responsibility? Bestow additional status and privilege? Bring greater authority?

9. On what bases will promotions be made? Who will decide who is promoted?

10. What will the range and the differentials in salary be?

11. How will a career ladder affect other structural and procedural arrangements such as induction programs, team teaching, and ungraded schools?

12. Will teachers hold a position on the ladder for the duration of a particular assignment? For a specified period? Indefinitely?

13. What provision will be made for teachers in special categories such as teachers of exceptional children, reading specialists, and speech correctionists?

14. How will tenure be affected?

15. What will determine how many teachers are at each step? Budget? Program? Teacher performance? Level of training?

16. Will a career ladder alter how school faculties are organized? How they function?

17. To what extent will a teacher's involvement be voluntary?

18. Should there be a grandfather clause providing that only those hired after the enactment of the plan are required to participate?

19. How will a career ladder for teachers alter the role of the principal?

20. Will laws need to be amended to provide a legal basis for the changes that are contemplated?

21. Will the position of a teacher on a career ladder alter his or her status in or eligibility for a teacher union?

Process and Support

What will a career ladder require in process and support?

1. Who should be involved in planning and implementing the career ladder? Legislators? The state education agency? School board members? School administrators? Teachers? Teacher unions? Parents? Others?

2. How long will it take to develop and initiate a new system?

3. Will there be field tests? Pilot programs?

4. How much latitude and autonomy will each school district have? Each school-building unit?

5. Will the role of the personnel office need to be changed? How?

6. How will the selection and the assignment of teachers at various career steps be handled? By whom?

7. What will the role of local and state teacher unions be?

8. Should other career ladder models be examined before developing a local plan?

9. Should representatives from a number of school districts considering a career ladder meet to deal with general concerns?

10. What policy and other mechanisms are needed to ensure due process for teachers?

11. What will be the role of various professional specialty groups?

12. How will the program be evaluated?

13. Should there be a research component at each step of the way?

14. What role will curriculum and supervision personnel have?

15. What budget will be required for new salary schedules?

16. What personnel will be required to manage the program? What competence will they need?

17. What budget will be required to train and maintain the personnel who will evaluate teachers?

18. Will monies for the program come from the local district? The state? Both? In what proportion?

Career Ladder Plans

No one plan for a career ladder can provide answers to all of the questions posed in the preceding section. Even so, there is merit in exploring concrete possibilities. This section reviews career ladder plans that have been proposed by a number of educators. Also, it describes a model that the Commission on Master Teachers has developed to illustrate one version of a career ladder.

Recent Career Ladder Plans

A number of educators have endorsed the concept of the career ladder. Woodring (1983, pp. 82-84) has proposed three career stages, with teachers at the top stage earning as much salary as administrators. Gideonse (1982, pp. 17-18) has called for hierarchically structured teams including staff teachers and lead teachers. Schlechty and Vance (1983, p. 484) have proposed that the career structure of teaching in public schools be redesigned to include high-status roles that give classroom teachers with enough competence, commitment, and education, responsibility for training other teachers and conducting research and development. Goodlad (1984, pp. 313-314) spells out a complete system for differentiating staffing. All these plans suggest a system of differentiated staffing that gives some teachers different types of responsibilities and more authority and provides a career structure that promotes excellence, rewards commitment, and encourages continuous growth.

Career ladder plans have also been proposed by a number of education organizations and state education departments. Some of these reports provide details whereas others simply endorse the concept. Among the reports with details are (a) the Tennessee Master Teacher Plan, (b) the Charlotte-Mecklenburg (North Carolina) Career Development Plan, (c) the Shawnee (Oklahoma) Master Teacher Plan, (d) the report of the Wisconsin State Superintendent's Task Force on Teaching and Teacher Education, (e) the Utah Commission on Excellence Report, and (f) the Florida Education Association/United Report. At this time, all but the last two plans are being implemented.

Organizations and commissions that have endorsed the concept of career ladders but have not proposed details include (a) the Connecticut Board of Education, (b) the National Commission on Excellence in Education, (c) the Education Commission of the States, (d) the National Association of State Boards of Education, and (e) the Forum of Educational Leaders.

Although these career ladder plans differ, there are common features. Most of the plans include several career steps, predetermined criteria for advancement to a new step, objective evaluation procedures, the opportunity for teachers to take on new roles in the higher steps (including involvement in the development of preservice and inservice teachers, in curriculum development, in staff development, in research, and in other activities), and stipulations for the training and the certification required for advancement. In the Wisconsin plan, for instance, teachers start as associate teachers, may advance to professional teachers, and finally may choose to be teacher specialists or career teachers. Teacher specialists work at least half-time in specialized activities such as curriculum or staff development. Minimum salaries are set for each career step, and teachers may receive renewable teaching licenses after presenting evidence of satisfactory performance and continuing professional development.

A Career Ladder Model

A single model for a career ladder is not appropriate for all situations. However, a model can stimulate thought, especially for those who are considering the development of career ladder plans for particular districts and states. The model described here presents one set of answers to many of the questions raised earlier concerning the purpose, the design, the process, and the support of a career ladder plan.

This model has a four-stage career ladder for teachers. (The terms *stage*, *step*, and *level* are used interchangeably in this monograph to describe the units of the career ladder.) Among its features are (a) a formal procedure to recognize and use the full potential of teachers, (b) a systematic way to provide exemplary models for preservice and beginning teachers, (c) different pay for different levels of teaching responsibility, experience, and expertise, (d) a system of promotion within teaching, (e) a career pattern to give teachers something to which they can aspire, (f) a process that has teachers share in the responsibility of evaluating their own

colleagues, (g) a systematic way to provide practitioner help for teachers who are experiencing problems in their classrooms, (h) a means of attracting talented people to teaching and retaining them as instructional personnel, (i) a means for the profession to improve its image and gain in prestige, and (j) a system that empowers teachers to guide their own profession.

Roles of Teachers

The career ladder includes these stages: teacher, associate teacher, senior teacher, and master teacher. The possibilities for promotion provide both challenge and support for teachers at each stage of their career. Table 1 summarizes some features of this career ladder plan.

Associate, senior, and master teachers perform a wide range of professional duties, which they select from a list of options corresponding to their career stage. Teachers are not expected to be involved in all of the duties identified. They select duties according to the needs of the school and the district, their skills and preferences, and other personal and professional factors. They may choose to instruct full-time or part-time, but they always assume some additional professional responsibilities. Teachers can vary the number of duties over time.

Teachers. Teachers are responsible only for instructing students, with no additional professional responsibilities.

Associate teachers. Associate teachers are responsible for instructing students and additional professional responsibilities. The additional duties enable an associate teacher to be an independent contributor to school and professional goals. An associate teacher is not involved in planning and organizing these other duties; that is done by those higher on the career ladder. Rather, he or she performs them when called on, based on needs in the school and the district. An associate teacher spends most of his or her time instructing students. When extra duties require an associate teacher to be away from instruction, a substitute teacher or another full-time teacher hired for this purpose takes charge of the associate teacher's students. Associate teachers choose from the following list of additional duties:

1. Supervise student teachers

2. Work with other preservice teachers

3. Serve as a mentor for first-stage teachers in their own building
4. Teach new curriculum on an experimental basis
5. Continue their own professional development through graduate courses, staff development programs, and other means

Table 1
A Career Ladder Model

Step	Responsibilities	Salary Index	Comments
Teacher	Instruct students.	1.00	An application for advancement to the next step is made, and the teacher undergoes a year of transition during which training occurs for the knowledge, the skills, and the attitudes needed at the next step. Evaluation is conducted during and at the end of the year of transition by an evaluation team. All first-stage teachers use the same salary schedule.
Associate teacher	Instruct students and have a choice of additional professional responsibilities.	1.25	Advancement procedures (the year of transition and the evaluation team) are the same as for first-stage teachers. Higher scores on evaluation criteria for teaching performance are needed for advancement, and additional criteria are used to evaluate knowledge and performance of other duties. All second-stage teachers use a salary schedule with a higher index than that for first-stage teachers.

6. Participate in the evaluation of first-stage teachers in other buildings.

Most of these duties do not take associate teachers away from students. Some inevitably involve activities in which students do not take part.

Step	Responsibilities	Salary Index	Comments
Senior teacher	Instruct students and have a choice of additional professional responsibilities that involve training others. Some duties may take the teacher out of the classroom for a short time.	1.50	Advancement procedures are the same as above. Still higher scores on evaluation criteria for teaching performance are needed for advancement, and additional criteria are used to evaluate knowledge and performance of additional duties. All third-stage teachers use a salary schedule with a higher index than that for second-stage teachers.
Master teacher	Instruct students and have a choice of additional professional duties that involve planning and coordination of many activities such as staff development and curriculum development. Some duties may take the teacher out of the classroom for some time.	1.75	All master teachers use a salary schedule with a higher index than earlier career steps.

Senior teachers. Senior teachers are responsible for instructing students and additional professional responsibilities, which include those identified for associate teachers plus other choices. These duties enable the senior teacher to assume more responsibility for the continuing education of others through the planning and the coordination of inservice education programs. Because senior teachers are usually involved in a number of additional duties, they spend more time away from students than associate teachers do. Senior teachers choose from the following list of additional duties plus those listed for associate teachers:

1. Help first- and second-stage teachers
2. Help guide first- and second-stage teachers during their "year of transition" (see the next section)
3. Teach in staff development programs
4. Help reassigned teachers (those recently assigned to a different school or grade level)
5. Serve on textbook selection committees
6. Teach during summer school with appropriate extra pay
7. Prepare and evaluate instructional materials
8. Serve on curriculum development committees
9. Serve as a mentor for second-stage teachers in their own building
10. Participate in the evaluation of second-stage teachers in other buildings.

Master teachers. Master teachers are responsible for instructing students and additional professional responsibilities, including those identified for associate and senior teachers. These additional tasks enable the master teacher to assume more responsibility for planning and organizing (a) curriculum, (b) preservice and inservice teacher education, (c) the evaluation of teachers at early stages of the career ladder, (d) instructional materials, (e) textbook selection, (f) research projects, and (g) other efforts that shape the direction of the school program and teaching as a profession.

Master teachers are instructional leaders and may choose to spend up to half of their time on duties other than instructing students. To provide for continuity in instruction, two master teachers at the elementary level share a classroom, and master teachers at the secondary level are assigned half the normal load of classes.

Master teachers choose duties from the following options plus those listed for associate and senior teachers:

1. Help teachers at all levels in their teaching
2. Serve as a mentor for third-stage teachers in their own building
3. Coordinate staff development programs
4. Coordinate faculty involvement in curriculum development
5. Coordinate and participate in the professional development of first-, second-, and third-stage teachers during their year of transition
6. Coordinate and participate in the evaluation of first-, second-, and third-stage teachers in other buildings during their year of transition
7. Coordinate and participate in the evaluation of first-, second-, and third-stage teachers in other buildings
8. Coordinate and participate in the evaluation of other master teachers
9. Coordinate the development and evaluation of new instructional materials
10. Conduct demonstration lessons for others while working in their own classrooms with their own students
11. Coordinate the assignment of student teachers or other preservice teachers to cooperating teachers
12. Conduct research
13. Coordinate textbook selection committees

14. Serve as a department chair, a grade-level chair, or a team leader.

This career ladder model focuses on the regular elementary or secondary school teacher. Other professionals employed by school districts who are paid teachers' salaries but serve in specialized roles such as speech teacher, band director, and guidance counselor could also be in a career ladder, with each career step tailored to their particular area of specialization. Although the roles for the special teachers within each career step would likely be different from those of regular teachers, the salaries and other benefits for each career step would be the same.

Moving Up and Down the Career Ladder

Beginning teachers start at the first step of the career ladder and stay at that stage until they are approved to be associate teachers. In the spring of a given year teachers at the first step can submit an application to be considered for advancement to the associate teacher level. During the next school year those teachers who apply undergo a year of transition in which teachers higher on the career ladder—mentors—help them learn the knowledge and the skills necessary to perform the additional duties expected at the associate teacher level. Mentors also observe, demonstrate, and assist in improving teaching skills. At the start of the year of transition, teachers are informed about the knowledge, the competencies, and the skills required for advancement to the next step on the career ladder. Mentors employ adult learning principles in the inservice education they conduct during the year of transition. Teachers are evaluated during and at the end of the transition year. If a teacher demonstrates competency, he or she begins the next school year as an associate teacher. If the end-of-the-year evaluation reveals that a first-stage teacher has not achieved the competencies required of an associate teacher, he or she has the option of undergoing another year of transition right away or remaining at the first level awhile. Teachers must move to the associate teacher level before they can be granted tenure.

A similar procedure of trial and evaluation is used for associate teachers who apply for advancement to the senior teacher level, and senior teachers who seek promotion to the master teacher step. All teachers may apply for advancement on the career ladder. The number of teachers at each step depends on the staffing needs of each school building. A faculty typically includes teachers at all steps of the career ladder.

The performance objective approach to teacher evaluation (McGreal, 1983, pp. 49-58) is used to evaluate teachers in this career ladder plan. It provides a clear and comprehensive definition of duties and responsibilities at each stage. For competencies in teaching and in other professional duties, successively higher scores are set for advancement to the associate, senior, and master teacher stages. Competencies are differentially weighted because some are more important than others.

The year of transition is an important part of this particular career ladder plan. Rather than being thrust unprepared into new duties at a higher level, teachers are given assistance, knowledge, and the opportunity to practice new roles before being evaluated for advancement. Coaching and other individual training strategies are used during the year of transition. Teachers meet predetermined criteria before being promoted.

Teachers at each stage of the career ladder are regularly evaluated by an evaluation team to be sure that they can adequately perform the duties expected of them. Evaluation of teachers for reappointment at any given step occurs every four years. If this evaluation reveals inadequacies, a teacher undergoes a year of review in an effort to meet performance standards set for that level. For salary purposes, the teacher remains at his or her current step of the career ladder during the year of review. If the inadequacies persist after the year of review, the teacher is moved to the next lower stage of the career ladder. Teachers may choose to move down a step if, for some personal or professional reason, they want less responsibility. Teachers can apply for movement back up the career ladder at a later time and are approved for that movement if all evaluation criteria are met.

Phase-in Plan

All stages are not fully operational during the first year of implementation. When the career ladder plan begins, teachers already employed are at stage 1. Teachers choosing to advance to stage 2 undergo a year of transition. They are evaluated during and at the end of the school year and placed at stage 2 in the second year of implementation if their performance is adequate. Teachers who are at stage 2 in the second year of implementation and choose to advance to stage 3 undergo a year of transition in that second year. Thus, at least three years pass before there are teachers at all four levels.

Evaluating Teachers

The knowledge and the skills teachers are expected to demonstrate at each level of the career ladder are specified. Criteria and procedures are clearly stated and objectively measurable. They are supported by school personnel because teachers and administrators have been involved in their development and policy on the career ladder plan has been approved by the school district's board of education. Evaluation serves to determine whether teachers meet criteria for advancement up the career ladder; it is *not* used to make decisions concerning job retention.

Teachers who meet the criteria for the fourth stage of the career ladder (master teachers) are outstanding. They possess superior knowledge of subject matter and superior skill in teaching. They have the ability to cause learning to occur. But being outstanding is not enough to be approved as a master teacher. Master teachers must be willing and able to share their expertise and assist in the professional development of other teachers. All master teachers are outstanding, but not all outstanding teachers are master teachers.

Using the criteria and accompanying evaluation instruments for each stage of the career ladder, evaluation teams gather and interpret evaluation information during and at the end of each year of transition. The evaluation teams have the authority to recommend or not recommend teacher advancement to the next level. An evaluation team consists of three members: a teacher employed in another school district, a principal employed in another school district, and a teacher educator from a college or university. Members of evaluation teams are selected at random from a pool of professionals in each category. The evaluation is as objective as possible and takes place over time, with each team member evaluating each teacher more than once. Members of evaluation teams undergo training and are certified as evaluators.

For a teacher to be approved for advancement to a new stage of the career ladder, formative and end-of-the-year evaluations must show that the teacher can demonstrate competence at acceptable levels of performance and that he or she possesses the knowledge and the skills required for the new duties at the next level.

Rewarding Teachers

For this career ladder plan to be successful, it is critical that teachers be rewarded as they advance from one step to the next. Aspects of the job, the working environment, salary, status, recognition, job responsibilities, and professional growth possibilities are recognized as part of the reward system.

Monetary rewards. In this career ladder model the base pay of teachers is equal to that of other professionals with comparable training. In addition, retirement and health insurance plans are provided for all teachers, along with choices of additional benefits.

The model does not use a single salary schedule for all teachers in the district. Teachers at different steps of the career ladder receive pay commensurate with the responsibilities they assume.

The salaries in the career ladder plan are high enough to reward teachers as they climb through the steps, and teachers are able to increase their purchasing power significantly as their career proceeds. The approach uses four separate salary schedules for the four-step career ladder. Teachers in the first step use a salary schedule that is identical in design to what the school district formerly used. Associate teachers are on a second-level salary schedule also identical in design to what the district formerly used except that the base pay for this step has a different salary index; that is, the base pay for associate teachers is 1.25 times that of teachers in the first level. The salary index is high enough to make a significant difference in salary from one stage to the next.

A separate salary schedule is also used for senior teachers. Here the salary index is 1.50 (i.e., the base pay for senior teachers is 1.50 times the base pay of teachers at the first level).

Finally, the salary schedule for all master teachers has a salary index of 1.75. Master teachers earn salaries equal to and sometimes more than school administrators.

The same salary index applies to all teachers in a district at a given level. Districts may select indexes higher than those identified here.

Improved working conditions. Under this career ladder model, changes in working conditions enable teachers to gain recognition, increase their status, and vary their responsibilities. Improvements include the following:

1. Support for continued professional growth
   a. Sabbatical leaves
   b. Time to attend professional conferences
   c. Time for other professional activities
   d. Travel funds for attending conferences
   e. Tuition assistance for advanced study

2. Recognition of teachers' contributions
   a. Feedback from administrators, colleagues, students, the community
   b. Awards or certificates (e.g., Teacher of the Year)
   c. Trophies or plaques displayed in schools for teaching honors
   d. Special facilities (e.g., special parking areas, private offices)
3. Nature of job assignment
   a. Reduction in noninstructional tasks or duties (e.g., recess duty, lunchroom supervision, some types of paperwork)
   b. "Reasonable" class sizes
   c. A daily block of time away from students for planning and preparation
   d. Time to carry out responsibilities related to leadership roles within the career ladder
   e. A reasonable schedule
4. Work environment
   a. Adequate classroom space
   b. Commodious physical surroundings
5. Material resources
   a. Access to equipment (e.g., computers, typewriters, telephones, copy machines, audiovisual equipment)
   b. Other instructional supplies
6. Adequate assistance from personnel who support teachers
   a. Secretaries
   b. Teacher aides
   c. Administrators
   d. Other teachers
   e. Professional organization staff
7. Participation in school management (work control and shared decision making)
   a. Shared planning and decision making by administrators and teachers
   b. Opportunities to control, expand, and enrich one's work
   c. Procedures for participation in selecting new faculty, staff, and administrators for the school.

Although many of the improvements in working conditions outlined above are provided for all teachers, some special conditions and privileges are provided for teachers who have advanced to higher levels of the career ladder.

Summary

In this monograph the Commission on Master Teachers has shared the results of its study and deliberations on career ladders in teaching. The ideas that were generated are presented by examining some assumptions, recalling some facts about educational change, and posing some critical questions in regard to the purpose, the design, the process, and the support needed to mount and sustain a career ladder staffing arrangement. The questions are phrased to encourage thought at the local and state levels on the issues that are usually in play when a jurisdiction is developing a career ladder plan for staffing. The conviction is that situational circumstances in each location must be satisfied for the career ladder approach to work.

After exploring various career ladder proposals, the Commission recognized that no single career ladder plan could be appropriate for all schools. However, for illustrative purposes, it developed a model that attends to most of the questions raised earlier. The intent in presenting the model is to provide a discussion piece, not a plan to copy.

The monograph, however, provides only a beginning. Planners and doers who want to develop a career ladder staffing arrangement will find much additional material to study and discuss before reaching an operational plan.

One of the stickiest issues to be faced is evaluation of teaching performance. It should reflect criteria from both research on effective teaching and expert opinion. Although it is desirable to have ratings on all criteria done as objectively as possible, some criteria undoubtedly will require subjective judgments by the evaluators. Useful teacher evaluation resources include *Successful Teacher Evaluation* (McGreal, 1983), *Teacher Performance Assessment Instruments: A Handbook for Interpretation* (Capie, Anderson, Johnson, & Ellett, 1979), *Evaluating Teachers and Administrators: A Performance Objectives Approach* (Redfern, 1980), *Measurement-Based Evaluation of Teacher Performance* (Medley, Coker, & Soar, 1984), and the *Career Teacher Evaluation System* (French, 1983).

School districts should establish additional, general criteria for each step of the career ladder, such as academic training. Given the responsibilities identified for senior and master teachers, school districts might require that candidates have done graduate study in an area of specialization, curriculum development, instructional supervision, and other pertinent areas such as research on school improvement and teacher effectiveness.

Several sources of data should be used to document teachers' performance for each competency identified. French (1983) has proposed the following sources: (a) multiple classroom observations; (b) a portfolio prepared by the applicant to include such items as samples of instructional plans, sample tests and instructional materials, descriptions of rules and procedures, and a record of professional experience and professional development activities; (c) an interview with the applicant; (d) an interview with the applicant's principal; (e) questionnaires distributed to the applicant's peers; (f) questionnaires distributed to the applicant's students; and (g) written tests to assess reading and writing skills, and knowledge of certain content, teaching procedures, and learning principles.

McGreal (1983, pp. 125-140) has also proposed using multiple sources of data: classroom observations, parents' evaluations, peers' evaluations, student performance, self-evaluation, students' evaluations, and a collection of artifacts (tools of teaching) such as tests, study guides, texts, workbooks, and audiovisual media.

Of course, evaluating teaching performance is only one of many difficult topics that must be addressed in developing a career ladder. Assigning teachers, grouping students, teaming teachers, finding new patterns of instruction, altering decision-making procedures, and many more issues need to be dealt with in planning and establishing a career ladder. There is not the time nor the space to deal with each of these in this brief monograph. A short list of references is provided for further study.

Assumptions, advice about change, critical questions, an illustrative model, and other sources of insight and information are catalysts for change and improvement. If the challenge and the promise of career ladders in teaching are brought to fruition, teachers will obviously benefit. Such progress will herald a new era for the teaching profession. However, the real benefactors will be students. They should get better teaching, more individual attention, and more options for learning.

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